

The Park Primary School

Inspection report

Unique Reference Number	109017
Local Authority	South Gloucestershire
Inspection number	324883
Inspection dates	19–20 January 2009
Reporting inspector	Peter Clifton

This inspection of the school was carried out under section 5 of the Education Act 2005.

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	4
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Hillary Nicholas
Headteacher	Mark Dee
Date of previous school inspection	1 February 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Hollow Road Kingswood Bristol BS15 9TP
Telephone number	01454 866536
Fax number	01454 866545

Age group	4–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger-than-average school. Most pupils are of White British origin. Most pupils attend from the local area with a small minority travelling from further afield. There is an above average proportion of pupils with learning difficulties and/or disabilities, mostly with literacy and numeracy needs, and a few with emotional and behavioural needs.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a satisfactory school. Pupils' achievement is satisfactory and standards are broadly average. Action taken by leaders has improved standards and progress in mathematics in Years 3 to 6. The school is now rightly focused on improving pupils' writing and the progress made by more able pupils, particularly in Years 1 and 2. In the Early Years Foundation Stage (EYFS), provision is satisfactory.

Pupils' good personal development and well-being are a strength of the school. Their positive attitudes to learning and considerate behaviour are the result of good care, support and guidance. Pupils are confident and feel safe because they know their contributions will be valued and concerns dealt with effectively. The curriculum, while satisfactory overall, ensures that pupils' personal and social needs are effectively developed. Pupils' spiritual, moral, social and cultural development is good. Harmonious relationships help most pupils to enjoy school a good deal and attend regularly. Pupils make a satisfactory contribution to school development through the school council. They have a good understanding of the importance of being active and the reasons for eating healthy foods. Parents agree that the school cares well for their children. They typically comment that Staff have lots of enthusiasm, are friendly and always happy to help.' Pupils say they like playing in the playground and that lessons are fun.

Teaching is satisfactory. Pupils are quick to respond when activities are stimulating and eager to show what they have learned. Teachers create a positive atmosphere for learning and often encourage the pupils to explain their thinking. However, in a few lessons, learning is too passive and the pupils do not have sufficient opportunities to contribute through discussion, or to develop writing through speaking and listening. Activities do not always provide sufficient challenge, particularly for the more able pupils. This is inhibiting learning, particularly in Years 1 and 2. Despite this, pupils behave well and maintain positive attitudes.

Leadership and management are satisfactory. Leaders have accurately identified what needs to be improved and have introduced a range of well considered changes, for example in writing. However, development is hampered because improvement measures are not consistently implemented. While leaders recognise these areas of inconsistent practice, monitoring and evaluation have not been sufficiently robust to iron them out.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Children's achievement is satisfactory. They start Reception with skills below those expected for their age. Their personal and social development is good. Teachers have established good classroom routines and clear expectations so children are able to make choices, share and work with others, and sustain concentration. However, children's communication, language and literacy, and their mathematical development, remain below average by the start of Year 1. Learning is fun because teachers provide stimulating activities and involve the children in planning topics. For example, both boys and girls showed great enthusiasm for the theme of Pirates by dressing up in the role-play ship, whilst others dug for 'dinosaur bones'. However, the outdoor area is underused and opportunities are missed to develop all areas of learning, particularly writing skills. Children develop strong relationships with staff as a result of good care and support. Leadership of the EYFS is satisfactory. Staff work well together and successfully involve families in their children's learning. They make detailed observations about

children's achievements. However, leaders are not making sufficient use of this information to evaluate what needs to be done to raise achievement further.

What the school should do to improve further

- Improve teaching to ensure that more able pupils are consistently challenged to reach the higher levels, particularly in Years 1 and 2.
- Raise standards in writing by robustly implementing strategies such as for speaking and listening and the outdoor area in the EYFS.
- Strengthen monitoring and evaluation to ensure that improvement is driven through and evaluated more effectively.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

The school's tracking rightly shows that pupils make satisfactory progress through the school. In 2008, standards at the end of Year 2 were below average in reading, writing and mathematics, with writing being the weaker area. The main reason for this was because too few pupils reached the higher Level 3. Pupils currently in Year 2 are on track to reach similar standards. The 2008 performance information for Year 6 also showed average standards, with results in mathematics being stronger than English and science. The current Year 6 pupils are on track to reach broadly average standards in mathematics but below average standards in English. Nevertheless, this still represents satisfactory progress because these pupils had lower starting points in Year 3. Progress in mathematics is stronger than in English in Years 3 to 6. Pupils with literacy and numeracy difficulties make similar progress to other pupils in the school.

Personal development and well-being

Grade: 2

The school is a cohesive community. Pupils from different backgrounds, including those new to this country, work and play together well. They enjoy coming to school to be with friends. Pupils' spiritual development is satisfactory. However, there are not enough opportunities for them to reflect on their own or other people's lives. Pupils behave well in the playground and around the school. Pupils say that, although they sometimes fall out, adults are good at sorting things out. They can turn to adults working in school if they are troubled. The satisfactory attendance levels are improving gradually. However, a few pupils miss valuable learning because they are taken on holidays in term time.

Members of the school council are keen to make the school a better place. However, this council is not always an effective voice for all pupils as they do not have sufficient responsibility to run it for themselves. Pupils show good knowledge and understanding of healthy lifestyles through both exercise and diet, regularly eating fruit at playtimes. Pupils are satisfactorily prepared for the next stage in their learning. They take with them positive attitudes to learning and satisfactory basic skills.

Quality of provision

Teaching and learning

Grade: 3

Pupils' positive attitudes are a key factor in helping them in their learning. Teachers demonstrate good subject knowledge, for example when exploring different ways to calculate or when helping pupils to develop their understanding of letters and sounds. Learning is promoted suitably in different ways. However, in a few lessons teachers talk for too long and pupils have insufficient opportunities to contribute through discussion. This then limits the opportunities for teachers to assess in depth how much pupils are learning. Across the school, the calm way in which the teachers manage pupils promotes harmonious relationships. In lessons, planning does not always take enough account of the needs of different groups of pupils, particularly the more able. As a result, there are occasions when pupils do not make as much progress as they could. Teachers usually make their expectations clear about what the pupils need to achieve. However, this is not always the case and consequently, there are occasions when pupils are unable to use the time in lessons productively. Teaching assistants often work effectively in small groups to help pupils extend their understanding or concentrate on their work.

Curriculum and other activities

Grade: 3

The curriculum provides interesting and enjoyable experiences, for example in local history through the Kingswood mining project, which pupils respond to well. However, there are occasions when work presented is not sufficiently stimulating or engaging to develop thinking. In some writing activities, for example, pupils do not have sufficient opportunity to develop their ideas through discussion. The provision for personal and social education is strong and encourages cooperation and considerate behaviour. The curriculum effectively promotes pupils' understanding of being healthy and keeping safe. It is often adapted well to meet the needs of pupils with learning difficulties and/or disabilities, both in class and small groups. The ICT suite is used regularly. However, not enough daily use is made of computers in the classroom. There is a good range of additional activities to enrich pupils' experience and promote enjoyment.

Care, guidance and support

Grade: 2

Staff ensure that the school provides a safe, secure and welcoming environment in which to learn. Health and safety routines, risk assessments and child protection procedures are securely in place. Good arrangements are in place to alert pupils about e-safety. Pupils have been given a clear voice in the production of an anti-bullying policy. Parents appreciate the school's caring atmosphere and friendly staff. Pupils with learning difficulties and/or disabilities are identified early and their progress is regularly reviewed. Good support is provided for those pupils with particular needs, or those at risk, to help them integrate successfully into the school. Pupils have helpful learning targets for literacy and numeracy which are very accessible and shared with parents through the homework diaries. These targets are used more consistently to support learning in Years 3 to 6 than they are in Years 1 and 2.

Leadership and management

Grade: 3

The headteacher takes a strong lead in ensuring that all pupils, regardless of background, are well cared for and supported. Staff with leadership responsibilities know the strengths and weaknesses of the school and planning for improvement covers all the right areas. However, inconsistencies remain because monitoring and evaluation has not been firm or regular enough. This is the main reason that teaching is satisfactory rather than better. The system to track standards in different year groups is securely in place. Leaders have used this effectively to determine the progress being made in Years 3 to 6. In Years 1 and 2, this is at an early stage of development. Therefore, this information is not yet used to its full potential, for example to set highly challenging targets for all year groups.

The capacity to improve is satisfactory. There has been good progress made in improving mathematics since the previous inspection when it was a significant issue. However, in the other areas identified, development has been slower. Leaders have audited the school's contribution to community cohesion and there are some good links within the local area to strengthen pupils' understanding about diversity. Wider links are developing securely. Leaders have fostered good links with parents to support pupils' learning and development. Governors are committed and supportive of the school. They are aware of what needs to be improved and suitably involved in the satisfactory self-evaluation of the school's provision.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

¹Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

21 January 2009

Dear Pupils Inspection of The Park Primary School, Bristol, BS15 9TP

Thank you for the warm welcome you gave us when we visited your school. We enjoyed talking with you and were impressed with your friendliness. The valuable information you gave us was a great help. Your school provides you with a satisfactory education and you are making satisfactory progress.

What your school does particularly well:

- Leaders and other adults make sure that the school is a happy and welcoming place and know how to make things better.
- You are doing better in mathematics because of the improvements that have been made.
- Most of you enjoy school, have positive attitudes to learning and behave well.
- Lessons are usually fun and teachers are enthusiastic.
- The school provides good care and ensures you are safe and secure.
- You all get on well together and with your teachers.
- There are some interesting local projects, which you enjoy.
- Improvements are beginning to help you with your writing.
- There are good links with your parents and they support the work of the school well.

We have asked your headteacher and the other adults to do these things:

- Improve teaching so that more of you are helped to reach the higher levels.
- Give you better support, particularly early on in your school life, so that you all do well as you can in your writing.
- Make sure that changes being made are helping you to learn better in all of your lessons.

With your hard work, you can help your school to improve further.

Yours faithfully

Peter Clifton

Lead Inspector